

CLARKSVILLE-MONTGOMERY COUNTY SCHOOL SYSTEM
CLARKSVILLE, TENNESSEE
Job Description

Job Title: RTI² Coach (ESSER 3.0 Funded) **Department:** Instruction and Curriculum

Grade: Teacher Salary Schedule
D.P.Y 200

Job Description

Reports To: Director of Curriculum and Instruction
& Principal

Date Reviewed: May 2021

Purpose of Job

The RTI² Coach will be responsible for supporting the implementation of high quality research-based instructional strategies aligned to student skill deficits to support student achievement across all tiers of instruction and intervention. S/he will support schools in the development and implementation of a universal screening schedule, collection and analysis of data to drive appropriate instructional plans, and development and refinement of data-informed intervention plans. The RTI² Coach will work collaboratively with the Academic Coach and designated school staff to design and model specific strategies using the RTI² Framework to facilitate tiered levels of support.

Essential Duties and Responsibilities

The following duties are normal for this job. These are not to be construed as exclusive or all-inclusive. Other duties may be required and assigned.

Responsible for developing and implementing universal screening and progress monitoring schedules based on district screening windows, with emphasis on ensuring fidelity to and monitoring of the screening process.

Assist with training new staff on universal screening and progress monitoring administration, as well as the overall RTI² Framework and data chat structure.

Responsible for training, selection, and interpretation of diagnostic measures to identify specific skill need of groups of, and individual students. This includes supporting the district's dyslexia/dyscalculia screening processes.

Assist in collection and analyzation of universal screening and diagnostic measures to support provision of data-informed interventions. This includes co-facilitation of data chats, assistance with progress monitoring, and planning for intervention.

Support teachers/interventionists in planning and using RTI² framework structures and best practice instructional strategies in literacy and mathematics aligned to research-based curriculum materials to meet the needs of all learners.

Highly skilled at bridging science to practice to support design and implementation of effective, intensive, explicit, systematic, cumulative, multisensory, and student-aligned intervention strategies.

Model blended instruction and assessment best practices for teachers and share exemplar lesson plans with school staff.

Provide direct service to interventionists by working with them in their respective intervention settings to improve the quality of instruction.

Provide actionable feedback to support work of interventionists through use of direct fidelity check observations and follow-up to assure skills are implemented in intervention. This includes reviewing and providing feedback on intervention lesson plans.

Curate resources to build capacity of instruction teams in delivering explicit, direct instruction that is intensive, aligned to student needs, and responsive to shifts in the skill progression.

Facilitate collaboration with school teams and families (min of 1x/month) to support the development of intervention, individual learning (ILP/EL), and individualized education plans (IEP/SPED).

Work closely and collaborate with district RTI² team, Curriculum Consulting Teachers, district EL team, Special Populations, and Directors of Curriculum and Instruction to support RTI² implementation and monitoring.

Participate in district PLCs and redeliver this information to school teams to ensure consistency of district implementation and use of high quality materials, including both content text and manipulatives.

Maintain district documentation of RTI² Framework by supporting accurate completion of RTI record and fidelity forms, including purple folders, RTI alerts in Power School, and district intervention participation spreadsheets.

Participate in professional development to deepen content knowledge and share this information with school teams through engaging and interactive professional learning sessions.

Defer to expertise and make referrals to other professional staff members, as necessary.

Job Functions

Performs other duties as required.

Supervisory Responsibility

Does not directly supervise any individuals.

KNOWLEDGE OF JOB

Has general knowledge of the policies, procedures, and activities of the School System and transportation practices as they pertain to the performance of duties relating to the job of RTI² Coach. Has general knowledge of RTI² Coach practice, as necessary in the completion of daily responsibilities. Knows how to develop and administer operations and staff plans and objectives for the expedience and effectiveness of specific duties. Knows how to keep abreast of any changes in policy, methods, equipment needs, etc. as they pertain to departmental operations and activities. Is able to effectively communicate and interact with supervisors, members of the general public, and all other groups involved in the activities of the department. Is able to assemble information and make written reports and documents in a concise, clear, and effective manner. Have good organizational, human relations, and technical skills. Passionately believes all students can achieve at high levels. Is able to use independent judgment and work with little direct supervision when necessary. Has the ability to comprehend, interpret, and apply regulations, procedures, and related information. Has comprehensive knowledge of the terminology, principles, and methods utilized within the department.

Minimum Training and Experience Required to Perform Essential Job Functions

- A Master's degree from an accredited college or university
- Minimum credential of teaching or school service personnel license
- Minimum five years successful experience
- Demonstrated record of success in leading strategic educational initiatives

(ADA) MINIMUM QUALIFICATIONS OR STANDARDS REQUIRED TO PERFORM ESSENTIAL JOB FUNCTIONS

PHYSICAL REQUIREMENTS: Must be physically able to operate with a reasonable level of skill a variety of office machines and equipment such as telephones, computers, calculators, copiers, fax machines, etc. Must be able to use body members to work, move or carry objects or materials. Must be able to exert up to twenty pounds of force occasionally, and/or up to ten pounds of force frequently. Physical demand requirements are at levels of those for active work. Must be able to lift and/or carry weight of twenty to forty pounds.

DATA CONCEPTION: Requires the ability to compare and or judge the readily observable functional, technical, structural, or compositional characteristics (whether similar to or divergent from obvious standards) of data, people, or things.

INTERPERSONAL COMMUNICATION: Requires the ability of speaking and/or signaling people to convey or exchange information. This includes giving assignments and/or directions to co-workers or assistants.

LANGUAGE ABILITY: Requires the ability to read a variety of informational documentation, directions, instructions, and methods and procedures related to the job of RTI² Coach. Requires the ability to write reports with proper format, punctuation, spelling and grammar, using all parts of speech. Requires the ability to speak with and before others with poise, voice control, and

confidence using correct English and a well-modulated voice.

INTELLIGENCE: Requires the ability to learn and understand complex principles and techniques; to make independent judgments in absence of supervision; to acquire knowledge of topics related to the job of RTI² Coach.

VERBAL APTITUDE: Requires the ability to record and deliver information to supervisors and officials; to explain procedures and policies; and to follow verbal and written instructions, guidelines and objectives.

NUMERICAL APTITUDE: Requires the ability to utilize mathematical formulas; add and subtract totals; multiply and divide; determine percentages; determine time and weight.

FORM/SPATIAL APTITUDE: Requires the ability to inspect items for proper length, width, and shape, visually.

MOTOR COORDINATION: Requires the ability to coordinate hands and eyes in using automated office equipment.

MANUAL DEXTERITY: Requires the ability to handle a variety of items, office equipment, control knobs, switches, etc.

COLOR DISCRIMINATION: Requires the ability to differentiate colors and shades of color.

INTERPERSONAL TEMPERAMENT: Requires the ability to deal with people (i.e. staff, supervisors, general public, and officials) beyond giving and receiving instructions such as in interpreting departmental policies and procedures. Must be adaptable to performing under considerable stress when confronted with an emergency.

PHYSICAL COMMUNICATION: Requires the ability to talk and/or hear: (talking - expressing or exchanging ideas by means of spoken words). (Hearing - perceiving nature of sounds by ear).

ATTENDANCE: A regular and dependable level of attendance is an essential function for this position.

The Clarksville-Montgomery County School System is an Equal Opportunity Employer. In compliance with the Americans with Disabilities Act, the school system may provide reasonable accommodations to qualified individuals with disabilities and encourages both prospective and current employees to discuss potential accommodations with the employer. Signatures below indicate the receipt and review of this job description by the employee assigned to the job and the immediate supervisor.

Employee's Signature

Supervisor's Signature

Employee's Munis Number

Date

Date